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ABSTRACT

British research developments in 1972 in the areas of reading standards, dyslexia, remedial provision, length of schooling, language and reading, and materials and medium are summarized in this booklet. Also included are annotated listings of articles and books covering such subjects as teaching methods, cultural deprivation, personality and scholastic achievement, book selection, spelling, language development, reading on the secondary and college levels, remedial reading, adult reading, dyslexia, and phonics. (MF)

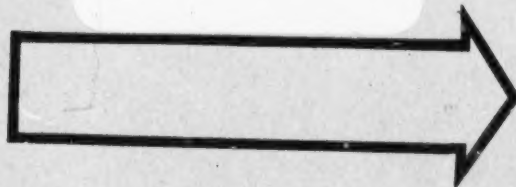
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READING RESEARCH 1972

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SURVEY OF READING RESEARCH, 1972

Introduction

This review of research differs somewhat from last year's as I have tried to make it more comprehensive by referring to more British publications which touch upon the teaching of reading, or language or spelling development. The general view at the beginning concentrates upon the findings of studies or experiments reported during 1972. Many articles appear which discuss particular techniques or problems, but which cannot be classed as research. Such articles have been included but listed separately from the review, with a few lines of comment or explanation so as to provide readers with some idea of the article's content and, therefore, whether it is relevant to their interests. Because of limitations of space I have had to omit some articles of a more general nature appearing in Reading (Dec 1971 - Dec 1972; N.B. Dec issue '71 was not included in Reading Research '71 as that issue was not available when Reading Research '71 was being compiled). Possibly readers will read these articles for themselves when looking up particular studies in Reading. Also omitted from the present survey are most of the articles in collections of papers published this year (eg The Open University readers for the Reading Development Course and the U.K.R.A. volume The First R) as most of these are reprints of previously published work. The same problem occurs in mentioning papers from the U.K.R.A. Manchester Conference published as Literacy at All Levels edited by Southgate. There is only space here to mention some half dozen contributions, but readers are urged to consult the volume for themselves as it contains some twenty-seven papers on a range of topics and includes several papers by distinguished American contributors.

Yet another problem arises in regard to how far an annual review such as this should attempt to evaluate the quality of individual research as well as dealing with the problem of quantity. Perhaps the best thing at this stage of reading research in this country is to make several suggestions as to various points readers might keep in mind when reading accounts of studies or experiments:

- a Consider the extent to which relevant variables were controlled; eg length of infant schooling would appear to be a particularly important factor in studying the effectiveness of remedial programmes. Does the particular technique or procedure work best with 'young' backward readers or 'hard core' cases, or both?
- b Note the size of groups used and their representativeness; ie how generally applicable would be the findings of a particular study?
- c Look for information about the measuring instruments used, particularly in regard to reading tests. eg What type of reading test was used? Group/individual; word recognition/comprehension; non-standardised/standardised with age allowance?
- d In the analysis of data, is a statistically significant level quoted for differences; eg could the reported behaviour or change have occurred through chance - what is the probability of this? 1 in 20 chances (5% level); 1 in 100 (1% level) chances of it happening?
- e Remember no research provides all the answers. All studies have certain limitations. In a particular study, does the researcher spell out these limitations? If a particular factor is overlooked or ignored, can you think why this might be?
- f Finally, what are the implications of any particular study
 - i on a practical level;
 - ii for further work.

Now to summarise the main developments in 1972:

Reading standards

The year 1972 started off with the publication of the N.F.E.R. reading survey results (Start and Wells, The Trend of Reading Standards) recording a fall in standards from 1964 to 1970, although educationists generally came to the conclusion that the verdict was one of 'not proven' since the tests used were dated, and the level of co-operation (refusals 1 in 4 in the primary school; 1 in 2 in the secondary) was lower than in previous surveys. However, if the evidence is accepted, what is discouraging is the substantial proportion of children between two and four years below the median for their age group (Tables 3.11; 3.14) eg about one in four of children leaving primary school with reading ages of nine (semi-literate*) and about one in twelve with reading ages of seven (illiterate*).

Berger and Yule reporting results from a cross-cultural comparison found the reading retardation rate in London several times higher than for similar aged children in the Isle of Wight. The results of the National Children's Bureau's longitudinal research (Davie et al) raised questions about regional and national differences in reading attainment; eg Why in the mid 1960's were the Scottish children on average nearly a year ahead of Welsh and English children after two years at school? Scottish schools differed from English schools in several respects in their teaching practices (see Goodacre and Clark, Reading 5, 2, p 15-21, 1971) but also in Scotland more parents read to their children, suggesting differences between regions in regard to the importance attached to the reading skill. Perhaps the latter might also have contributed to the reported evidence of rising standards in the West Riding (T.E.S. report, 6th Oct), one ray of sunlight in the gloom which centred about reading standards last year.

Dyslexia

Early in the year the Government report Children with Specific Reading Difficulties (Tizard report) appeared. This was the report of the Advisory Committee on Handicapped Children, who had been asked by the Secretary of State to advise her on whether guidance was required by L.E.A.'s on the education of children suffering from dyslexia, a condition already recognised in special clauses in the Chronically Sick and Disabled Persons' Act, Section 27, 1970 which enjoined L.E.A.'s to provide special educational treatment in their schools for children suffering from acute dyslexia. They were to inform the Secretary of State when they had done so. The Committee's report was critical of the use of the term dyslexia. They preferred 'specific reading difficulties', and gave it as their considered view that there was a continuum of reading difficulties, all of which should be treated. L.E.A.'s were advised to review their provision for children suffering from reading difficulties.** The Committee recommended that L.E.A.'s should carry out early 'screening' to detect reading backwardness, and that more skilled remedial education centres should be set up. (See Dyslexia Review No. 7, p 7-13 for a spirited view of the Tizard report by Franklin, Tropp, Miles and Meredith, each writing from a different point but generally critically of the report).

The report, Specific Dyslexia, from Mrs Naidoo, the director of the Word Blind Centre which closed in 1971, failed to provide evidence for the existence of different types of dyslexic (visual/auditory) which might have been helpful in developing suitable remedial programmes for individual children. She reported that these children (all of them boys from middle class homes) were characterised by relatively slow maturation of locomotion, dexterity and speech and showed marked unevenness

* Norm referenced definition.

** A much needed action in view of the finding of this Centre's 1971 survey of L.E.A.'s asking about remedial provision. According to the findings of that survey reported in Provision for Reading Price 50p, from the Centre, L.E.A.'s differed in their criterion of 'backwardness' in reading, half left the question of remedial provision to the heads of individual schools and where remedial provision existed it varied considerably in quality and quantity.

in development. She concluded that specific dyslexia or whatever name the condition is given, could be inherited, related to brain damage, symptomatic of minor neurological dysfunction, or a combination of these. It is perhaps worth noting that in the experiment, the controls (children from similar background and type of school) were markedly superior than their age group in reading and spelling. The parents of these dyslexic boys might well be concerned about their irregular progress because of their poor showing in comparison with fellow pupils. If these children had also experienced 'streaming' in their schools, it is interesting to consider the results of a study by Levy and Tucker on the effects of streaming on boys and girls respectively in the primary school (first year junior). They found evidence of streaming appearing to accentuate differences in intelligence and maturation more among boys than girls. In non-streamed schools, individual differences in reading and comprehension were more strongly related to differences in intelligence among girls than boys. The writers suggested the need to look at the range of scores as well as the overall mean for each group (boys/girls) when looking at the relationship between school regime and attainment.

Information became available about a research draft of an instrument for detecting 'dyslexic-type' language difficulties - the Aston Index. (Newton, Dyslexic Review No. 8 p 20-21). This profile would be completed by infant teachers, and would provide a threshold score (indicating 'at risk' children) derived from sub-tests of intelligence, performance items of laterality, familial information in laterality, and language competence, and sub-tests of visual and auditory sequencing.

Stott described his new assessment instrument, the Guide to the Child's Learning Behaviour, which is in the course of validation. It will identify 14 ineffective (in the sense of non-learning) styles of behaviour which can account for learning failure. Stott believes the basic approaches to learning need to be changed in failing children, otherwise specific remedial techniques (eg reading help) will not succeed because the remedial work is not dealing with the basic problem of how the child learns; ie how they habitually approach the learning situation, with fear, impulsively, etc. Professor Merritt at the Manchester U.K.R.A. Conference (see Literacy at All Levels, edited by Southgate) presented a somewhat similar view of reading failure, seeing it as 'reading neurosis', a learned or conditioned response to the reading situation, in which a child seeks to avoid reading or anything to do with it, or forced into a reading situation behaves in a compulsive stereotyped way, often repeating the same type of mistakes (eg function of reversals; he has learned that he confuses b and d, but in any new situation, which letter is it? "When it's wrong, it must be the other one" type of response). At the same Conference, Professor Downing explained his cognitive clarity theory of learning to read, which also provides explanations as to how children by reason of the mis-match between their speech patterns and the language of books in schools, increasingly fail to have their expectations confirmed, become 'cognitively confused', and eventually backward readers.

Remedial provision

Lawrence extended his previous investigation (Educ Res 15, 1, p 48-51) on the counselling of retarded readers by non-professionals, suggesting that counselling helps in relation to the child's self image and that as confidence increases children can benefit from specific help with their reading difficulties. It should be noted that his study lasted two terms and in the research on the effectiveness of remedial teaching, short term gains are commonly found - often explainable in terms of test familiarity. Lawrence makes the point of emphasising that the counsellors in his study who achieved the best results were of a particular personality style - 'abundant in emotional response, bold spontaneous behaviour'. In an interesting and well designed experiment Cameron-Jones and Reid studied styles of teaching reading in an effort to find out whether children receiving remedial help in small groups away from their classes during the school day were in fact receiving more 'individual' help (as one might suppose) than they might have by staying in the ordinary classroom. Analysis of the teachers' behaviour showed that they received more individual help in the remedial group, particularly in regard to suitable work assignments and 'feedback' information about their progress, teachers making comparative references to the child's own standards rather than those of others in the group or class.

Widlake reporting the results of 'a reading drive' in junior schools concluded that 'no other single factor has the weight and significance of teacher performance', noting that the provision of special materials, teaching aids and advice were capitalised on by some teachers more than others.

Length of schooling

A factor which appears to be overlooked in a number of studies of the effectiveness of remedial teaching, is the child's experience in the Infant school, particularly in regard to length of schooling and the way in which the changing size of class (as the academic year proceeds and more five-year-olds are taken in) can affect teaching and classroom conditions. Lunn examined the effects of length of infant schooling on academic performance when season of birth was held constant. She found that the number of terms in the infant school affected performance (scores on an English test) of summer-born children, those having only six terms doing worse than those having a longer period. Analysis of social class and school type (streamed or not) showed that the same tendency was apparent.

From Birth to Seven reported this same trend for seven-year-olds on tests of reading and arithmetic and also found that it held irrespective of social class. Lunn reported that the proportions of children with different periods of infant schooling were as follows: 9 terms = 26 per cent; 8 terms = 24 per cent; 7 terms = 26 per cent; only 6 terms (a whole year less) = 26 per cent of the sample (N 15 000 children). She quotes the finding that 40 per cent of the children in remedial classes had only six terms in the infant school - a year less of schooling. In view of these findings, it would seem important for research studies on the effectiveness of remedial techniques to use standardised reading tests with an age allowance which are likely to compensate not merely for age but also for differences in length of infant schooling associated with age. Also in such studies information should be given about the length of infant schooling (if known) as a means of ascertaining the effectiveness of particular methods or techniques with different types of backward readers.

Turner and Moon in two different pieces of research, looked at the effects of the long summer holidays on children's reading attainment. Turner found the greatest loss after the holidays was amongst second year (rather than third or fourth year) juniors, and the less able children.

Language and reading

Once again considerable attention was centred on the relationship between children's language skills and reading progress and the extent to which language complexity was a function of social class. Robinson and Rackshaw in A Question of Answers, reported their research with infant children and their mothers. They found that the middle class children were more likely to use elaborated rather than restricted language codes (Bernstein) in answering questions. The middle class mothers when asked about how they would answer similar questions tended to give answers which were more comprehensive, accurate and informative than those given by the working-class mothers. The latter tended to treat 'why' questions as a challenge to their authority. However, the method of classifying responses in the study was a complex one and conclusions from particular situations should not be generalised to all language situations. For instance, Shields in an excellent paper, raises the whole question of whether the use of restricted language structure may be caused by communication reluctance rather than grammatical incompetence and went on to enquire into the type of communicative contexts which promoted discourse in work with pre-schoolers. She found that in adult-dominated situations the mean length of utterance was 2.5 words as compared to 7.8 where child and adult compared or exchanged experiences. Also, the kinds of questions asked by the teacher were important. 'Which' questions, where the child could point as an answer, produced a mean of 1.8; 'what do you think' = 5.9 and 'why' = 9.4. She raises the point that in studies of social class and language acquisition, it may be that middle class children (by reason of their home experience) are more used to the didactic situation, and more willingly talk so providing evidence of their level of language development. It is interesting in this connection that Moseley, reporting on the use of audio-visual aids with nine-year-olds found that in these E.P.A. schools the language recorded which resulted from the use of tape and slides, showed a complexity of structure which the children's teachers were not aware that their children could handle. It was noted that many uncommon words, particularly nouns, were used with meaning.

To return to the young child. Krausen found that the main social class differences between pre-schoolers were in their language skills but that a general ability factor showed up in what might be termed the child's 'testability'; ie the ability to understand directions and test procedure. Also at this early stage, it was important in language and perceptual tests, how the child was to answer questions - orally or pointing - and this could affect the level of attainment. Cox, reporting findings from the Swansea University Schools Council Compensatory Project stated that children from 'culturally limited' homes did worse on two thirds of the language measures used. Their limitations ranged from basic structural aspects such as speech articulation and grammatical usage to more complex functions such as describing and classifying. This is an important study as it demonstrates the importance of home differences within a manual working class group.

What are these differences between homes within social classes and similar occupational groupings? How do they operate? Research has suggested that parents who read to their children and belong to public libraries are providing experiences which help children in their language development and reading progress. Reid's study of children's comprehension of syntactic features in their reading materials, suggests that the language of books at school is so different from common speech forms that children who progress are those who must have heard such language structures before coming to school - ie those read to in the home from children's books. Francis showed that in the beginning stages of learning to read children are more likely to match sentences or surface structure rather than semantic relations (ie to match word by word rather than on basis of similarity of meaning) but even so in reading of continuous prose in the beginning reading books, these children were tending to respond to a complex of cues rather than solely relying on grammatical rules or syntactical structure. Lansdown and Davis added to Reid's and Downing's evidence on the importance of children understanding the terms (like 'word' and 'letter') used in the teaching of reading, and also how much longer it took the E.S.N. children to grasp those basic concepts.

Materials and Medium

Goodacre on the basis of information from the survey of L.E.A.'s showed how difficult it is for teachers to obtain guidance on book selection, and outlined the way in which Teachers Centres are now helping in the dissemination of information on books and reading schemes. Calthorpe produced the results of a N.A.T.E. survey of secondary teachers of English (probably an unrepresentative sample) which suggested that although titles had changed, books at the secondary stage as texts for study were being presented in much the same way as in the past, and it was noticeable in the section giving children's comments that a great number admitted dislike of school issued books. Gilliland and Turner produced further evidence regarding the effectiveness of the cloze procedure as a measure of readability - this time in regard to the Schools Council Humanities Project materials. Finally, it should be noted that for the first time in five years, L.E.A. spending on textbooks and library books increased (Educational Publishers Council figures) - spending per capita rising by 14.5 per cent (primary sector) and 13.8 (secondary). However, there was every sign that this increase would be necessary just to keep up with inflation and rising book production costs.

Weeks conducted an inquiry into the attitudes of Infant teachers towards i.t.a., producing figures somewhat different from those of the Schools Council Independent evaluation (Warburton and Southgate, 1969) ie in the more recent study no differences were found in attitude regarding age of child taught, length of teacher's service, or position, except that it was the older rather than the younger t.o. users who were more anti i.t.a. Weeks reported about ten per cent of the t.o. group as potential users and 13 per cent i.t.a. users rejecting i.t.a. in the future (a higher proportion than reported in the Schools Council report). Significantly more i.t.a. users preferred systematic phonics compared with the t.o. group.

Johnson and his colleagues reported the results of a study in which the Ladybird reading scheme was modified by the addition of diacritical marks to indicate sounds of letters. Using carefully matched pairs, the experimental children were superior in reading both in their own medium and t.o. Their spelling and the quality and the quantity of their free composition was also superior. The writers

considered the diacritical marking medium was a feasible medium for normal classroom use with existing schemes. Westwood, using a postal survey with a representative sample of county and borough remedial services, tried to find out about the use of five systems involving the use of colour. In his article Westwood summarised the respondents' comments regarding the advantages and disadvantages.

RESEARCH* REPORTED IN ARTICLES OR BOOKS

- BERGER, M. and YULE, W. (1972) 'The prevalence of reading disability and psychiatric disorder in 10-year-old school children in an Inner London Borough'. Brit. Psycho. Bull. 25 (No 87), p 142.
- BLOCK, J.R. (1972) 'But will they ever learn to spel korectly?'. Educ. Res. 14 (3), p 171-176. Review of 47 British and American studies measuring the spelling of children (6-10 years) taught by i.t.a.
- BROWN, N. (1972) 'The use of an Audio-Visual Reading Programme' Rem. Educ. 7 (2), p 24-26. Study of 64 secondary pupils (12-15 years) with I.Q.'s 50-75 divided into three groups (control and two experimental) studying use of Language Master, tape recorder, work book programme. Short term gains in word recognition not maintained.
- CAMERON-JONES, M. and REID, J.F. (1972) 'Styles of teaching reading'. Reading 6 (2), p 14-20. Study of 19 remedial children matched for reading ability, intelligence, age and social class, who were reciving 'individual' attention from a remedial teacher, 40 minutes each day. Experimental children showed a greater advance at end of six months (N.F.E.R. sentence reading test).
- CALTHROP, K. (1972) Reading Together. Heinemann Educational 75p (approx). Gulbenkian Foundation financed research into children's reading in the secondary school (1967-8) undertaken by N.A.T.E. Looked at teachers' guidance in selection and presentation of reading material. Questionnaire to 600 English teachers (N.A.T.E. members) with follow up depth interviews to teachers and questions to their pupils.
- CHAZAN, M., LAING, A., and JACKSON, S. (1972) Just Before School Blackwell for the Schools Council. £2.75. First report of the Schools Council Research and Development Project in Compensatory Education. Pre-schoolers home experience in an industrial city. Deprived children tended to have younger parents, overcrowded living conditions. Play experience and television watching similar for both advantaged and deprived, but the latter less reading material.
- CHILDS, S.B. (1972) 'Method of teaching: 1. structured language training' Brit. Psycho. Bull 25 No 87, p 131. Visiting American specialist describing her approach to dyslexic children at a Dyslexia Symposium held at the B.P.S. Annual Conference (1972). Gill Cotterell also described her multi-sensory approach and Dr. Ingram and Mrs. Naidoo spoke about their work. Professor Miles spoke on the use of 'The Terman Test as an Assessment Tool', describing the items dyslexic children found difficult.
- COX, T. (1972) 'Study of the effects of cultural deprivation on aspects of children's development and school progress'. Brit. Psycho. Bull. 25, No 86, p 65. Study of 52 pairs of children matched on non-verbal ability, but one from deprived home, one advantaged (assessed by project's social worker on home visit). All children from E.P.A. areas.

* One of the contributors to Educational Research in Britain, Vol 2, edi by Butcher and Pont, published 1970, wrote as follows:

"At first sight research might appear to be thriving. But this impression results from the use of the term to cover work which might be better designated as curriculum development, survey or innovation. This umbrellas usage to obscure the fact that controlled evaluative research is rare."

- DAVIE, R. BUTLER, N. and GOLDSTEIN, H. (1972) From Birth to Seven Longman £2.00. Collected findings of the National Children's Bureau's longitudinal study of 17 000 children born in one week in March, 1958. Findings such as heavy smoking by mothers during pregnancy associated with measurable retardation in their children's reading at seven. Sex differences, girls about six months ahead in reading at seven, boys marginally superior at arithmetic. (Is reading a 'girlish' pursuit in the infant school?).
- DEAN, J.A. and CORTIS, G.S. (1972) 'Teaching skills of probationary primary teachers - a follow-up survey' Educ. Res. 14 (3), p 200-203. 119 probationary teachers (subject of an earlier survey regarding College experience) assessed by their heads after one year, and College preparation related to teacher assessment. 'Better' teachers reported spending more hours in preparation and receiving more teaching and encouragement in 14 stated aspects of teaching, although most considered they had received little or no teaching in regard to teaching reading. The 'poorer' teachers reported deprivation in techniques covering practical and organisational areas of teaching.
- ELLIOTT, C.D. (1972) 'Personality factors and scholastic attainment' Brit. J. Educ. Psychol. 42 (1), p 23-32. Study of primary school children controlling in turn personality, mental age and reading age. When mental age was held constant, reading age and extroversion highly significant association. Personality dimension may need to be considered in relation to child benefitting from remedial help, and also in Professor Merritt's view of reading failure as 'reading neurosis'; eg some children more susceptible to effects of conditioning, to punishment or omission of anticipated reward in the learning situation - more worried by failing to 'make sense of the reading process' than other more 'carefree', extrovert characters.
- FRANCIS, H. (1972) 'Sentence structure and learning to read'. Brit. J. Educ. Psychol. 42 (2), p 113-119. Study of 20 boys and 30 girls tested at approximately beginning and ending of infant schooling.
- GILLILAND, J. and TURNER 'The use of cloze procedure in the measurement of the readability of Schools Council Humanities Project Materials', Reading 6(2), p 4-13.
- GOODACRE, E.J. (1972) 'Reading research in England and Wales' in Literacy at All Levels, £1.90 edited by Southgate Ward Lock Educational p 198-204. Information about types and amount of research being carried out at local level (L.E.A. Survey) and ten year comparison. Apparent increase in research mainly due to local participation in projects conducted by national bodies such as Schools Council. L.E.A. interest mainly in surveys of attainment and improvement of tests.
- GOODACRE, E.J. (1972) 'Reading tests: What they are and why they matter', Where, No 68, p 114-117 and 'What L.E.A.'s are doing for slow readers'. Where, No 69, p 152-154. Two articles mainly intended for parents which present findings of L.E.A. survey in regard to means of assessing reading standards and explaining the criteria of 'backwardness' used by different L.E.A.'s, and the scope of provision for 'backward' readers.
- GOODACRE, E.J. (1972) 'Guidance to teachers on book selection' The School Librarian 20 (3) p 200-203. Findings from L.E.A. survey on type of guidance available to teachers. Also includes suggested books, publications on reading material useful for Centre or staff room reference libraries.
- JOHNSON, ET AL (1972) 'The use of diacritical marks in teaching beginners to read' Brit. J. Educ. Psychol. 42 (2) p 120-126. 30 matched pairs (sex, age, I.Q., number of terms, social class). Confirmed Brimer's findings that use of diacritical marking medium facilitates word recognition in t.o.

- KRAUSEN, R. (1972) 'The relationship of certain "pre-reading" skills to general ability and social class in nursery children' Educ. Res. 15 (1), p 72-79. Study with nursery school children (unrepresentative?) into importance of visual perception as a reading readiness factor, and relationship between language and perceptual skills and social class.
- LANSDOWN, R. and DAVIS, V. (1972) 'The language of reading and the E.S.N. Child' Reading 6 (2), p 21-24. Replication of Downing's study with two groups (a) 30 E.S.N. children in groups (N 5) of 6, 7, 8, 9, 10 and 11 year olds; (b) 24 infants in groups (N 8) of 5, 6, 7 year olds.
- LAWRENCE, D. (1972) 'Counselling of retarded readers by non-professionals' Educ. Res. 15 (1), p 48-51. Six experimental, six controls in four village schools, (mean age 7.8 in one school, others nine years) significant increase (Schonell) in three out of four schools after two terms.
- LEVY, P. and TUCKER, J. (1972) 'Differential effects of streaming on primary school attainment'. Brit. J. Educ. Psychol 42 (1), p 75-79. Study of first year juniors in an educational survey carried out in a Midlands Borough. Individual differences in reading and comprehension more strongly related to differences in intelligence among boys in streamed schools and among girls in non-streamed schools.
- LITTLE, A. et al (1972) 'Class size, pupil characteristics and reading attainment' in Literacy at All Levels edited by Southgate Ward Lock Educ. p 205-212. I.L.E.A. study which found little or no difference between reading standards in children in relatively small classes compared with larger classes, even when social class, length of schooling, immigrant status and educational priority status of schools, controlled. Needs to be considered in light of educational policy regarding which teachers (more/less experienced) are given larger classes.
- LOWINGER, L. (1972) 'Social Class, language and the two young turks' Brit. Psychol. Bull. 25, No 86, p 56. The two young turks (troublesome child is another meaning for 'turk') is a reference to Bereiter and Englemann, controversial figures in the study of language development, because their language programmes contain a certain amount of repetition and drilling (conditioning). Lowinger described his work at Nottingham University using an adaptation of this type of language scheme for English culturally disadvantaged nine and ten-year-olds, and its use in a free learning situation. He concluded that the use and modification of this type of programme was viable.
- LUNN, J.B. (1972) 'Length of infant school and academic performance' Educ. Res. 14 (2), p 120-127. Data from N.F.E.R. streaming project, examining the effects of length of infant school on attainment when season of birth held constant.
- MESSER, B. (1972) 'A lesson for the teacher'. English in Education (3), p 63-73. Description of an inquiry into the spoken and written language of a small group of 11 year old boys, based on James Britton's model of language development.
- MOON, B.C. (1972) 'Effects of long summer holiday on children's reading' Rem. Educ. 7 (2), p 23. Results of small survey on reading skills of 7-8 year olds in a settled working class area.
- MOSELEY, C. (1972) 'Symposium: Educational priority areas'. Brit. Psychol. Bull. 25, No 86, p 58. Findings from a study using tape recorders and slide projectors in normal classroom for teaching reading to non-reading nine year olds.
- NAIDOO, S. (1972) Specific Dyslexia Pitman £3.00. Study of 98 dyslexic boys chosen from 271 boys seen at the Word Blind Centre 1967-9, with an I.Q. of not less than 90, absence of gross neurological abnormality, no major absences and lack of severe emotional disturbance. Divided into two sub-groups, reading and spelling retardates.

- REID, J.F. (1972) 'Children's comprehension of syntactic features found in some extension readers' in Reading: Problems and Practices £2.60 ed by Reid. Ward Lock Educ. p 394-401. Study using six classes in six Scottish primary schools (ch. aged between 6.10 and 7.9) using a specially designed test using two versions based on differences in sentence structure but retaining semantic content. Reid concluded that the forms of written language in general, and those of the 'story telling register' in particular, are forms which children need help to understand; they should not be left to pick them up haphazardly.
- ROBINSON, W.P. and RACKSTRAW, S.T. (1972) A Question of Answers Routledge. 2 volumes. £2.75 each. Experiment with 400 five and seven-year-olds from two socially distinct London boroughs, who were presented with tasks and questions designed to elicit language and demonstrate the way in which the different social classes use elaborated or restricted language codes.
- SHIELDS, M. (1972) 'The role of grammatical abbreviation in the speech of young children'. English in Educ. 6 (3), p 82-96. Records of 107 pre-school children's language use involving some 4 000 speech segments. Analysed for yes/no responses, use of elliptical responses to previous questions or statements, omission of prenominal subjects, etc.
- START, K.B. and WELLS, B.K. (1972) The Trend of Reading Standards N.F.E.R. 70p. Results of 1970 reading attainment survey using Watts-Vernon reading comprehension (11 years) and N.S:6 (school leavers).
- STOTT, D.H. (1972) 'Behavioural aspects of learning disability: assessment and remediation' Brit. Psycho. Bull. 25, No 87 p 160-161. Account of background research to the 'Guide to the Child's Learning Behaviour'. now in course of validation.
- THOMAS, L.F. et al (1972) 'Can College students learn to read - for learning?' Brit. Psycho. Bull. 25, No 87, p 161. A study of two new techniques for helping students become aware of their tactics and strategies when reading.
- (TIZARD REPORT) Children with Specific Reading Difficulties - Report of the Advisory Committee on Handicapped Children. H.M.S.O.
- TUCKER, N. (1972) 'Books Your Children Read - a report'. Where 73, p 275-276 and 'Of course my parents don't read to me'. Where 74, p 317-319. Discussion based on questionnaires on their reading filled in by 1 000 children whose parents read Where.
- TURNER, E.W. (1972) 'The effect of long summer holidays on children's literacy'. Educ. Res. 14 (3), p 182-186. Study with 226 children (2nd, 3rd and 4th year Juniors) given a battery of language based tests (France Wiseman Educational Guidance Programme).
- WEEKS, L.H. (1972) 'An inquiry into the attitudes of infant teachers toward i.t.a.' Educ. Res. 15 (1), p 10-15. 228 infant teachers and J.M.I. heads in the Berkshire College catchment area completed questionnaires.
- WESTWOOD, P. (1972) 'Colour-based reading schemes'. Rem. Educ. 7 (2), p 21-22. Postal survey of representative sample of 100 county and county boroughs remedial services in England and Wales (66 questionnaires returned) seeking information on use made of five reading schemes using colours as a signalling device.
- WIDLAKE, P. (1972) 'Results of a reading drive'. Rem. Educ. 7 (1) p 16-17. Data for eight and nine-year-olds in four schools, using a 'reading drive' to improve literacy situation in inner city schools. (New reading materials, help from remedial specialist, new teaching aids.)

ARTICLES ON READING

- BRIDGMAN, D. (1972) 'Sight and Sound Typewriting Programme: 1 typewriting in remedial education at the secondary stage'. (Also see following article by Edwards). Rem. Educ. 7 (2), p 27-30.
- BYERS, L. (1972) 'New facts on reading' Where No 71, p 219-220. Report for parents on N.F.E.R. national reading survey results.
- CARROLL, H.C.M. (1972) 'The remedial teaching of reading: An evaluation' Rem. Educ. 7 (1), p 10-15). A useful review of the research findings since the war on effectiveness of remedial work with poor readers and discussion of why some pupils do not respond to help and others fail to maintain their progress and also why the evidence has tended to be inconclusive.
- COTTERELL, G.C. (1972) 'Helping the bad speller'. Reading 5 (3), p 2-7. Useful hints about how to help such children, and recommendations regarding the spelling errors to watch out for.
- DOWNING, J. (1972) 'The meaning of "reading" '. Reading 6 (3), p 30-33. Discusses the difficulties involved in reaching common agreement on a definition of 'reading' in a comparative study of the teaching of reading in 14 different countries.
- DOWNING, J. (1972) 'Slings and arrows' Reading 6(1), p 20-26. His reply to criticisms of i.t.a. made in Reading during 1970 by Mc Cann, which includes his views on the importance of i.t.a. for helping children's perception of phoneme boundaries.
- DOWNING, J. (1972) 'The cognitive clarity theory of learning to read' in Literacy at All Levels, ed by Southgate, Ward Lock Educ., p 63-70. In this article, Professor Downing explains his theory of learning to read which tries to show how the mismatch between the child's speech patterns and written language can lead to confusion about phoneme-grapheme relationships, leading to 'cognitive confusion' and reading backwardness.
- FIELD, C. (1972) 'Enid Blyton, the teacher and children's reading interests', The School Librarian 20 (3), p 204-206. Gives five reasons for the popularity of this writer's books and then discusses how studies of children's reading activities can help the teacher in selecting books which children may enjoy.
- GILLARD, H.C. (1972) 'Teaching spelling by audio-visual methods' Reading 5 (3), p 19-23. Describes various methods used with first year secondary pupils by a specialist subject teacher to provide children with a sight vocabulary of words used in a new subject. Best method was one word at a time on a slide projector, with tape-recording (say, spell, spell, say) and copy down.
- GOODACRE, E.J. (1972) 'Learning to read by reading - but not just books'. Times Educ. Supp. 21 July. Survey of the available audio-visual materials and equipment for helping children learn and enjoy reading. Price, names, sizes, addresses.
- HOARE, B. (1972) 'Information series for juniors'. Resources, April. A thorough survey of a large number of books, including useful new series.
- JOHNSON, T.D. and R.J. (1972) 'The use of comics in remedial reading'. Rem. Educ. 7 (1), p 33-35.
- McALHONE, B. (1972) 'Why all the fuss about toddlers who can read?' Where No 65, p 9-11. Comments from Where parents whose children had learned to read before going to school and the sort of problems encountered.
- MEEK, M. (1972) 'The many and the few', The School Librarian, 20 (1), p 7-15. This address to the Annual Conference of the School Library Association explores children's development and books

viewed as experience. In a thorough survey of children's publishing, she outlines the role of the critic and reviewer and questions their awareness of how children gain experience and how they use language in relation to structuring their experience.

- MERRITT, J.E. (1972) 'Reading failure: a re-examination', in Literacy at All Levels, ed by Southgate, Ward Lock Educ. p 175-184. Argues that neurological explanations of reading failure are less fruitful for classroom remediation programmes than psychological explanations of children learning which show the importance of the early stages of learning the skill, when errors may be unintentionally reinforced and cumulative effects can produce a 'reading neurosis' - eg child is so uncertain what is 'right' that he prefers to avoid the whole situation or keeps on repeating same action (or mistake) in a compulsive, stereotyped way as if afraid of trying anything else in case it might also be 'wrong'. This is far too simple a summary of Merritt's paper, which is a re-statement of an important idea, originally expressed at the U.K.R.A. Conference in 1970.
- MOSELEY, D. (1972) 'The English Colour Code programmed reading course', in Literacy at All Levels, ed by Southgate, Ward Lock Educ. p 168-174. Describes background research and development of this material at the Centre for Learning Disabilities. Essential reading for anyone considering using this programme.
- NEVILLE, M.H. (1972) 'Reading in the First School: a comparison with Finland'. Reading 6 (3), p 18-22. Provides information about differences in expectation as to when and how young children should start to learn to read in Finland and Britain.
- PILLNER, A.E.G. and REID, J.F. (1972) 'The definition and measurement of reading problems' in Reading: Problems and Practices £2.60, ed by Reid, Ward Lock Educ. p 20-36. An understandable account of the terminology used and the procedures for identifying children with reading difficulties.
- PUGH, A.K. (1972) 'Reading in the secondary school: an unassumed responsibility' in Literacy at All Levels, ed by Southgate, Ward Lock Educ. p 81-88. Suggests that reading at the secondary level research almost exclusively confined to surveys of reading interests of adolescents, theories of reading development, and testing of reading attainment. Discusses why secondary schools have shown only limited interest in reading and suggests better choice and presentation of books and a more realistic approach to children's interests and what they may really like to read. He suggests some common classroom practices (eg reading round the class, memorizing passages, using class sets of books) need to be re-examined from the point of view of their educational usefulness.
- PUGH, A.K. (1972) 'Adult reading: theory and practice', Reading 6 (3) p 23-29. Discusses the emphasis in adult courses for 'normal' readers on 'speed' and suggests this is a very narrow view of adult reading skill.
- PUMFREY, P.D. (1972) 'Children with reading difficulties'. Literacy at All Levels, ed by Southgate, Ward Lock Educ. p 140-160. Account of a study group at U.K.R.A. Conference which collected information on promising practices in diagnosis, intervention, assessment of change and in-service training in regard to backward readers and their teachers.
- SAMPSON, R. (1972) 'Science fiction in the classroom'. English in Educ. 6 (2), p 55-58. N.A.T.E. Conference '72 account of one work party who discussed as their topic 'what's to be read for the English lesson'. Includes a book list for the 14+ age group of class readers (?) and library book titles.
- SNOWDON, R.L. (1972) 'James and the teaching of reading', Educ. for Teaching No 88, p 24-29. The only article to consider the James report's approach to how students should be prepared to

teach reading. As article points out, report remarkable for the infrequency of its references to training students to teach reading and even more for lack of explicit proposals - remarkable because while the committee was sitting there was considerable concern voiced over the apparent neglect of teaching reading in the Colleges. Article gives details of a syllabus for a course on teaching reading (part of a B. Ed. course). Includes development and nature of language, oracy, literacy teaching, children's writing and literature for children.

SOUTHGATE, V. (1972) 'Effective reading at every age', Trends in Education 26, p 28-34. An appeal to see teaching reading as more than the beginning skills - children need to be able to perform the skill (developmental stage); use reading effectively as a learning tool (functional stage); to enjoy and appreciate reading (recreational stage). Outlines six points for achieving effective reading (involving much less financial outlay than the American Right to Read campaign). Also see Mrs. Southgate's opening address, 'Literacy at All Levels' in the book of that title p 9-20 for an outline of the strengths and weaknesses of the British system and proposals for improving literacy in Britain in the 1970's (mainly action in regard to initial and in-service training, and increased book expenditure in schools).

START, K.B. (1972) 'Hunch and hypothesis after "The Trend of Reading Standards"' Reading 6 (3), p 2-10. One of the authors of N.F.E.R. The Trend of Reading Standards discusses whether apparently levelling or declining reading standards may be related to less time being devoted to teaching reading particularly in the infant school (reflecting a change in educational values as to the importance of the reading skill), raises the question of whether teachers are being appropriately trained to develop reading skills in the less 'formal' atmosphere of present day primary schools.

WENDON, L. (1972) 'Exploring the scope of a picture code system for teaching reading and spelling.' Rem. Educ. 7 (3), p 23-27. Details of a 'pictogram system' for teaching reading and spelling using material designed originally to help backward readers with poor retention of whole-word shapes and sequencing difficulties. Picture clues used to reinforce letter shapes and single letter sounds - strong story element involved (system also deals with digraphs).

WOOD, P. (1972) 'Over to you: Auditory skills and reading progress' Rem. Educ. 7 (1), p 41-45. Draws attention to the need for the development of auditory skills in remedial programmes. Describes acuity, auditory discrimination, phoneme blending ability auditory memory and sequencing ability. Includes a useful list of references.

JOURNALS AND PERIODICALS REFERRED TO IN THE PREVIOUS LISTS

BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY

issued by the British Psychological Society and the Association of Teachers in Colleges and Departments of Education. Ed. J. D. Nisbet. Subscriptions and orders from The Manager, B.J.E.P. Department, Scottish Academic Press, 25, Perth Street, Edinburgh. EH3 5DW. Published in February, June and November.
£4.00 a year or £1.50 per copy.

BULLETIN OF THE BRITISH PSYCHOLOGICAL SOCIETY

(Brit. Psychol. Bull.) Ed. Albert Dickson. From 18-19, Albermarle Street, London W1X 4DN. Accounts of conferences, abstracts of papers read at meetings, and book reviews. Four issues, January, April, July and October.
£3.00 per volume or 75p per part.

DYSLEXIA REVIEW

Editor V.W. Fisher, Cambridge Cottage, Broadway, Laleham, Staines, Middlesex TW18 1SB. Orders to the editor. Two issues, Summer and Winter.
£0.25 per copy or £0.60 per year.

EDUCATION FOR TEACHING

Journal of the Association of Teachers in Colleges and Departments of Education. Ed. Keith Thompson. From A.T.C.D.E., 3, Crawford Place, London W1H 2BN. Three issues, February, May and November. Non-members 25p per copy (subscription 70p per annum)

EDUCATIONAL RESEARCH

published by National Foundation for Educational Research. Editor, Alfred Yates. Order from King, Thorne and Stace Ltd. (Educ. Res. Dept.) Kingthorne House, School Road, Hove, Sussex BN3 5JE. Three issues, February, June and November.
£0.75 per copy or £2.00 per year.

ENGLISH IN EDUCATION

Published by the National Association for the Teaching of English in association with Oxford University Press. Editor: Leslie Stratta. Orders to William Sponge, 5, Imperial Road, Edgerton, Huddersfield, Yorks HD3 3AF. Three issues, Spring, Summer and Autumn.

READING

Published by the United Kingdom Reading Association. Editor: Asher Cashdan. Orders to Hon. Gen. Secret., S.V. Heatlie, 63, Laurel Grove, Sunderland, Co. Durham SR2 9EE. Three issues March, June and December.
£0.37¹/₂ per copy or annual subscription £1.00.

REMEDIAL EDUCATION

published by the National Association for Remedial Education. Editor: Paul Widlake. Orders to the Subscription Manager, Longman Group Ltd., Journals Division, 33, Montgomery Street, Edinburgh EH7 5JX, Scotland. Three issues, February, June and November.
£1.75 per annum.

THE SCHOOL LIBRARIAN AND SCHOOL LIBRARY REVIEW

The Journal of the School Library Association. Editor: Margaret Meek. From S.L.A., 150, Southampton Row, London W.C.1. Three issues, March, July and September.
£1.20 per copy (free to S.L.A. members)

TRENDS IN EDUCATION

produced by the Department of Education and Science. Order from H.M.S.O. Four issues, January, April, July and October.
£0.18½ per copy or £0.84 per annum.

WHERE

information on education from Advisory Centre for Education. Editor, Beryl McAlhone. Order from ACE, 32, Trumpington Street, Cambridge. Monthly, membership of ACE giving a year's issues of Where.
£3.75 (by banker's order £3.50)

(The Centre can provide photostat copies of single articles from most of these publications, 5p per page + postage).

BOOKS ON READING

- BATH ASSOCIATION FOR THE STUDY OF DYSPLEXIA Dyslexia published by the Association at 18, The Circus, Bath BA1 2ET. £1.00. A collection of papers which mainly deal with the subject on a practical level, which could be of use to remedial teachers. See paper by Mr. Bill George, himself a dyslexic, who recalls his school difficulties with adult insight. Information about the Gillingham Stillman multi-sensory programme.
- CREBER, P.J.W. (1972) Lost for Words: Language and Educational Failure Penguin. £0.45. This book arose from the international seminar at Walsall in 1968 (sponsored by N.A.T.E.) on 'Language of Failure'. Emphasises the centrality of language for all children for all types of learning, but tends to follow the line that many children fail to learn because they lack the linguistic equipment with which to learn. ie are linguistically deprived. American linguists such as Labov ('The logic of non-standard English' in P. Giglioli - ed. Language and Social Context, Penguin, (1972), suggest that verbal deprivation is a myth, diverting attention from real defects of the educational system to imaginary defects of the child. Also see Shield's research on the effect of questions and context on the willingness to communicate.
- CROUCH, B. (1972) Overcoming Learning Difficulties Ernest Benn. £1.50, paperback £0.90. includes a chapter 'Help on Reading' by Betty Root.
- EDUCATIONAL PUBLISHERS COUNCIL (1972) Books in School - Budgeting from Need. Produced by the Publisher Association L.E.A. expenditure figures 1970-1 on class books and school libraries.
- FISHER, M. (1972) Matters of Fact - aspects of non-fiction for children. Brockhampton. £2.95. An attempt by the author of Intent Upon Reading (which critically reviewed children's fiction) to establish standards for judging information books. Considers not only accuracy, readability, design and illustration but also suitability in relation to children's cognitive development of individual titles for themes such as foundations (cowboys, bread, Holland, Time); biography (Helen Keller, Lincoln, Bach); careers (nursing, journalism).
- GILLILAND, J. (1972) Readability. Unibook University of London Press Monograph for United Kingdom Reading Association. £0.80. Examines the main methods of assessing readability; considers the most promising the 'cloze' procedure in which readers insert words which have been deleted at fixed intervals. Gives some idea of how close the reader has come to receiving the communication of the writer - readability of the book, etc. is related to the proportion of correct completions.
- HORNER, P.H. (1972) Reading - an introduction to the teaching of reading in Primary Schools Heinemann Educ. (in the Activity Series). £0.50. A brief introduction to the subject, compression of material leading to a superficial treatment of particular aspects and contains several factual errors. Also out of date information on reading materials and aids.
- HUGHES, J.M. (1972) Phonics and the Teaching of Reading. Evans £1.20. Summarises the characteristics of different reading methods and outlines reasons for including some phonic work at an early age. Bulk of the text describes practical techniques such as work cards, games, etc.
- MORRIS, J. (1972) The First R. Ward Lock Ed. £1.30. A selection of papers from U.K.R.A. Conferences now no longer available in their original sources. The first paper by Morris has not been published before and provides a review of teaching reading in this country from the early nineteenth century to the present time.

* Some book titles appear in the section on research. Where the book deals mainly with reporting findings of a particular study or experiment; eg Mrs. Naidoo's book Specific Dyslexia appears on page 20 in the research section.

- MOSS, E. (1972) Children's Books of the Year 1971. Hamilton in association with the National Book League and the British Council. £0.75. Good summary of an eventful year in publishing for children. An excellent book list, including reprints and paperback titles.
- ROBERTS, J. (1972) ed by Early Childhood Educational Research - A Select Annotated Bibliography of Recent Research Published by the Nursery School Association, 89, Stamford St., London S.E.1 9ND. £0.20. Includes a section of 'language acquisition' and 'children and books'. Lists national research projects.
- ROSEN, H. (1972) Language and Class - A Critical look at the theories of Basil Bernstein. Falling Wall Press, 79, Richmond Road, Montpelier, Bristol BS6 5EP. £0.16.
- SHIACH, G. McG. (1972) Teach Them to Speak Ward Lock Educ. £1.95 (paperback). A language development programme in 200 lessons, intended to help parents and teachers to develop young children's 'basic oral skills: Activities included to develop skills believed to be closely related to language development - self expression, classification, sequencing and representation.
- SOUTHGATE, V. (1972) ed by Literacy at All Levels. Ward Lock Educ. £1.90. (paperback). Collection of the major papers delivered at the 1971 U.K.R.A. Conference (Manchester); 27 papers organised under six headings 1. improving literacy in U.K. and U.S.A.; 2. initial mastery of language skills; 3. extending and utilising language skills; 4. reading difficulties; 5. teachers of reading; 6. reading research.
- SOUTHGATE, V. (1972) Beginning Reading. University of London Press. £1.25. Consists of articles published 1963-70 by Mrs. Southgate, which build up a convincing argument for structuring beginning reading. Includes a concise evaluation of i.t.a. as well as more recent comparison of i.t.a. with other 'signalling systems', useful to teachers thinking of adopting such approaches.
- WAITE, C. (1972) ed by Education Libraries Bulletin: supplement fifteen, school libraries in the 1970's. University of London Institute of Education Library. £1.00. Symposium including papers from the 1970 Conference (University College London) held on 'School Libraries in the 1970's'. Includes topics such as value and purpose of fiction for slow learners, co-operation of school and public libraries and resource centres.

In 1973 the Open University is providing a multi-media course on reading development. Three books have been published in connection with this course:

- MELNIK, A. and MERRITT, J. (1972) Reading Today and Tomorrow. U.L.P. £1.25.
- MELNIK, A. and MERRITT, J. (1972) The Reading Curriculum published by University of London Press. £1.25 each.
- REID, J.F. (1972) Reading: Problems and Practices. Published by Ward Lock Educ. £1.30 (paperback). The volumes have been designed to provide a broad overview of the field of reading, a variety of views on the nature of the reading process and a review of the multiplicity of factors involved in reading development. The material in these books is in the main material already produced elsewhere; eg papers from published conference proceedings, articles from journals and (a somewhat unusual procedure) quite lengthy extracts from recently published books dealing with reading.

Brief introductions to the various sections in each book outline the reasons for including each item. The date of publication and source are given in footnotes, although it is not always clear when the references are British or American. It is to be hoped that the Course will make clear

to readers of these books, the importance of knowing when and where the material was first published. These are important factors in considering the relevancy of particular items to one's knowledge of reading teaching, particularly at the present time.

For instance, an article by the writer entitled 'Reading research - where it is found' is included in a section on 'Present standards and future needs' and is used to illustrate the variety of publications in which research appears. In fact the scope of this particular article was restricted by limitations of space related to the publication in which it appeared and being written four years ago it referred to the situation in 1968. I would hope that readers of this present survey would have a better idea of the situation than readers of the article in the Open University publication.'

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